



Syllabus

M.A. (History)

(w.e.f 2014-15)

DEPARTMENT OF HISTORY AND ARCHAEOLOGY

**Central University of Haryana
Mahendergarh**

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M.A. History

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DEPARTMENT OF HISTORY AND ARCHAEOLOGY
CENTRAL UNIVERSITY OF
HARYANA



University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by Bhartihari.

The arc at the bottom depicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knowledge, learning, enlightenment and promoting art and culture.

The arc at the right that depicts processes of science, technology and adventurism symbolises the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left that depicts nature symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity-the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

Vision Statement

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

Mission Statement

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students
- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

University Objectives

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grass root research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted “**Multidisciplinary Approach to Inclusive Education**” as motto.



DEPARTMENT OF HISTORY AND ARCHAEOLOGY

Department of History and Archaeology is one of the youngest departments of studies of the University opened in the academic year 2014-15. The *Department of History and Archaeology* is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

Department of History & Archaeology offers PG programme (MA-History & Archaeology) of two years duration which are divided into four semesters & based on choice based credit system (CBCS).



Semester – I

<i>S. No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/Elective</i>	<i>Credits</i>
1	Historiography	SHS HA 01101C4004	Core	4
2	Ancient Societies	SHS HA 01102C4004	Core	4
3	Medieval European Societies	SHS HA 01103C4004	Core	4
4	Medieval Islamic World	SHS HA 01104C4004	Core	4
Elective : (Select Any One Elective)				
5	Rise of Modern West	SHS HA 01101E3003	Elective	3
6	Modern Europe (1871-1945)	SHS HA 01102E3003	Elective	3
7	History of Haryana	SHS HA 01103E3003	Elective	3
8	Constitutional History of England (1603-1885)	SHS HA 01104E3003	Elective	3
Total Credit:				19

Semester – II

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Trends and Themes in Indian Historiography	SHS HA 01201C4004	Core	4
2	History of Political Ideas and Institutions up to 1200 AD	SHS HA 01202C4004	Core	4
3	Social History of India Upto-1200AD	SHS HA 01203C4004	Core	4
4	Economic History of India (Up to 1200 AD)	SHS HA 01204C4004	Core	4
Elective : (Select Any One Elective)				
Group A				
5	Medieval India Polity: 1206	SHS HA 01201E3003	Elective	3
6	Social History of India, 1206	SHS HA 01202E3003	Elective	3
7	Economic History of India: 1206	SHS HA 01203E3003	Elective	3
8	Rise of British Power in India 1740	SHS HA 01204E3003	Elective	3
Total Credit:				19

Semester – III

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Constitutional Development of India	SHS HA 01301C4004	Core	4
2	Social History	SHS HA 01302C4004	Core	4
3	History of National Movement (1857-1947 A.D.)	SHS HA 01303C4004	Core	4
4	Ancient Indian Culture Up to 1200 AD	SHS HA 01304C4004	Core	4
Elective (Select any One Elective)				
5	Women Studies of Ancient Period	SHS HA 01301E3003	Elective	3
6	Religion and Social Reformation of Ancient period (1206-1757 A. D.)	SHS HA 01302E3003	Elective	3
7	Medieval Indian Culture	SHS HA 01303E3003	Elective	3
8	Religion and Social Reformation 1206-1757 A. D.	SHS HA 01304E3003	Elective	3
9	Course from other department			3
10	Submission of Research Proposal			
Total Credit: 22				

Semester – IV

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/ Elective</i>	<i>Credits</i>
1	Economic History of India, 1757-1947	SHS HA 01401C4004	Core	4
2	Women Studies (1757-1947)	SHS HA 01402C4004	Core	4
3	Dissertation (including viva voce)	SHS HA 01403C0336		6
4	Course from other department			3
Total Credit:				17
6.	Self Study Course			

Total Credit: 19+19+22+17=77

ORDINANCE RELATING TO PROGRAMMES LEADING TO THE AWARD OF POST GRADUATE DEGREES / DIPLOMAS

1. Definitions:

- 1.1 "Course" means a Semester course.
- 1.2 "Credit" (c) is the weightage assigned to a course in terms of contact hours.
- 1.3 "Grade" means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.
- 1.4 "Grade point" (g) means the numerical equivalent of a letter grade assigned to a student in the ten point scale.
- 1.5 Semester Grade Point Average (SGPA) means the grade point average of a student for a semester calculated in the following manner:
$$SGPA = (g_1 \times c_1) + (g_2 \times c_2) + \dots$$
(in respect of all courses for which the student has registered in the semester concerned) divided by the total number of credits offered by the student in the semester.
- 1.6 "Cumulative Grade Point Average" (CGPA) means a cumulative index grade point average of a student calculated in the following manner:
$$CGPA = (g_1 \times c_1) + (g_2 \times c_2) + \dots$$
(in respect of all the courses for which the student has registered up to and including the semester for which the cumulative index is required) divided by the total number of credits offered by the student in the said courses.
- 1.7 "Final Grade Point Average" (FGPA) is the final index of a student at the time of award of a degree, calculated in the following manner:

$$FGPA = \frac{\sum_{i=1}^n g_i \times c_i}{\sum_{i=1}^n c_i}$$

Where $\sum_{i=1}^n c_i$

c_i = credit in the i^{th} course

g_i = grade point secured by the student in the i^{th} course

n = total number of courses prescribed for the student for the entire programme.

- 1.8 "Final Grade" is the letter equivalent assigned to a student on the basis of his/her FGPA at the time of the award of the degree.

2. Eligibility for admission:

A candidate may be admitted to the Master's programme if he/she has obtained a Bachelor's degree under 10+2+3 system recognized by the University, or a degree

recognized as its equivalent, provided such a candidate has attained the minimum proficiency in the subject at the time of admission as decided by the University from time to time.

3. Semesters:

3.1 An academic year shall consist of two semesters, viz.:

Odd semester and Even semester.

3.2 Ordinarily an Odd semester shall extend from July to December, and an Even semester from January to May.

3.3 A semester normally extends over a period of 15 weeks, each week having 30 hours of instruction spread over a week.

4. Type of courses:

Each programme may have three types of courses, viz. core courses, elective courses and self-study-courses.

4.1. Core courses:

4.1.1 Core courses are those, knowledge of which is deemed essential for students registered for a particular Master's programme. Where feasible and necessary, two or more programmes may prescribe one or more common core courses.

4.1.2 Core courses shall be mandatory for all students registered for that Master's programme.

4.1.3 Core courses shall be spread over all the semesters of the programme.

4.2 Elective courses:

Elective courses are intended to:

- allow students to specialize in one or more branches of the broad subject area; or
- acquire knowledge and skills in a related area that may have applications in the broad subject area; or
- bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); or
- help pursue an area of interest to the student.

4.3 Self-study courses:

4.3.1 Self-study courses are optional, not mandatory. They are not taken into account for awarding grades.

4.3.2 Students may also choose 3 additional courses to enable them to acquire extra credits through self-study.

4.3.3 Self-study courses shall be in advanced topics in a course (core or elective) under the supervision of a faculty member.

Note: A course (Core/Elective/Self-study) may also take the form of a Dissertation/ Project work/ Practical training/ Field work/ Internship/ Seminar, etc.

5. Credits:

Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required completing the contents in a 15 week schedule. 2 hours of laboratory work/field work is generally considered equivalent to 1 hour of lecture.

- 1 credit = 1 hour of instruction per week (1 credit course = 15 hours of instruction per semester)
- 3 credits = 3 hours of instruction per week (3 credit course = 45 hours of instruction per week)

A Core course may carry 3 to 4 credits; an elective/ Self-study will not normally carry more than 3 credits. However, a dissertation/ project work may carry up to 6 credits; a semester-long field work may carry 10-15 credits.

6. Auditing:

Students may be permitted by the individual faculty member at his/her discretion to audit two courses without assigning any credits.

7. Course numbering:

Each course offered by a faculty/department is identified by a unique course code: e.g. SSS C 001 Eco 3003, where

- SSS stands for School of Social Sciences;
- C stands for core course;
- 001 stands for the serial number of the course;
- The figures 3,0,0,3 stand for credits attached to lectures (practical, if it is a practical course), tutorials, practical work (theory, if it is a practical course) and total number of credits for the course respectively.

8. Duration of programme:

The minimum duration for completion of a one-year Post Graduate Diploma programme shall be two consecutive semesters (one odd and one even semester), for a two-year Master's programme in any subject shall be four consecutive semesters (two odd and two even semesters) and for a three-year Master's programme - six semesters, i.e. three odd and three even semesters. The maximum period for completion shall be four semesters, six semesters and eight semesters respectively.

Provided that a semester or a year may be declared by the Academic Council zero semester or zero year in the case of a student if he/she could not continue with the academic work during that period due to illness and hospitalization, or due to accepting a foreign scholarship/fellowship, subject to fulfillment of requirements laid down in this respect by regulations. Such zero semester/year shall not be counted for calculation of the duration of the programme in case of such a student.

9. Student Advisor:

The Department in which the student gets admitted shall appoint an Advisor for him/her from amongst the members of the faculty concerned. All faculty members of the

department shall function as Student Advisors and shall have more or less equal number of students. The Student Advisor shall advise the student in choosing courses and render all possible help to the student.

10. Course Registration:

- 10.1 Registration of courses is the sole responsibility of a student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course unless he/she has been formally registered for the course by the scheduled date fixed by the University.
- 10.2 Every student has to register in each semester (in consultation with his/her Student Advisor) for the courses he/she intends to undergo in that semester by applying in the prescribed proforma in triplicate, duly signed by him/her, the Student Advisor and the Head of the Department, within the deadline notified for the purpose by the University.
- 10.3 Late registration may be permitted by the Dean of the faculty upto a maximum of two weeks after the commencement of the semester on payment of prescribed late registration fee.
- 10.4 A student shall register for a minimum of 15 credits and can register for a maximum of 24 credits in a semester.
- 10.5 Withdrawal from a course shall be permitted up to one week from the date of registration, provided the courses registered after withdrawal shall enable the student to earn a minimum of 15 credits. Withdrawal from a course shall not be allowed for those who had late registration.
- 10.6 A student shall be allowed to add a course or substitute a course for another course of the same type (core, elective or self study) for valid reasons with the consent of the Student Advisor not later than two weeks from the date of commencement of the semester.
- 10.7 A student may take more elective courses than prescribed in the programme, in which case in the calculation of the Semester/ Cumulative/ Final Grade Point Average only the prescribed number of elective courses in the descending order of the grades obtained by him/her shall be included.

11. Evaluation & examination:

- 11.1 Sessional evaluation shall be done on a continuous basis, taking into account the student's class performance, fulfillment of home assignments and performance at the compulsory sessional tests (2 best out of 3 tests to be conducted in a semester). For uniformity, particularly for interdepartmental transfer of credits, there shall be a uniform procedure of examination to be adopted by all faculty members. There shall be three sessional tests and one end-semester examination in each course during every semester.
- 11.2 Sessional Test 1 shall be held during the sixth week of the semester for the syllabi covered till then.

- 11.3 Sessional Test 2 shall be held during the eleventh week for the syllabi covered between seventh and eleventh week.
- 11.4 Sessional test 3 shall be held during the fourteenth week of the semester for the remaining syllabus after the sessional test 2.
- 11.5 Sessional tests may employ one or more assessment tools such as objective tests, assignments, paper presentation, laboratory work, etc. suitable to the course.
- 11.6 The pattern of assessment of sessional work, including the weightages to be given to different elements like class performance, home assignments and the sessional tests, for each course shall be prescribed by the School Board on the recommendation of the Board of Studies of the Department concerned and shall be made known to the students at the commencement of each semester.
- 11.7 A student cannot repeat sessional tests.
- 11.8 The sessional work and the end semester examination shall have equal weightage i.e. 50% each. The 50% weightage allotted to sessional work shall consist of 30% for class performance and home assignments and the remaining 20% for the two compulsory sessional tests (i.e. 10% each), or 20% for class performance and home assignments and 30% for the two sessional tests, depending upon the nature of the course.
- 11.9 A student clears the sessional work in a course if he / she has participated in the sessional work and secured a grade higher than F in it.
- 11.10 End semester Examinations covering the entire syllabus prescribed for the course and carrying 50% of weightage shall be conducted under the direction of the Dean of the School.
- 11.11 Examiners or Board of Examiners shall be appointed for each course by the School Board on the recommendation of the Board of Studies of the Department concerned.
- 11.12 The distribution of weightage for the valuation of semester-long project work/ dissertation shall be:
- i) Periodic presentation : 20%
 - ii) Concise dissertation : 60%
 - iii) Viva voce : 20%
- Or as decided by the School Board on the recommendations of the Board of Studies of the Department concerned.
- 11.13 An application for admission to the semester examination shall be made in the prescribed form and forwarded to the Dean of the School through the HOD concerned and shall be accompanied by the following documents:
- i) Clearance in sessional evaluation;
 - ii) Clearance of all dues.

12. Grades and Grade points:

The students shall be graded in sessional tests, end semester examinations, etc. in each course on the following ten point scale:

Grade	Grade Point
A+	9.00
A	8.25
A-	7.50
B+	6.75
B	6.00
B-	5.25
C+	4.50
C	3.75
C-	3.00
F	0

Note:

1. There shall be no rounding of SGPA/CGPA/FGPA.
2. The SGPA/CGPA/FGPA obtained by a student is out of a maximum possible 9 points. The Final Grade Point Average obtained by a student shall be classified into the following divisions:

FGPA	Class/ Division
8.5 and above	First Class with Distinction
7.0 and above, but less than 8.5	First Class
5.0 and above, but less than 7.0	Second Class
4.0 and above, but less than 5.0	Pass

13. Credit requirements:

- 13.1 For a one-year Post Graduate programme, the credit requirements for the award of the Post Graduate Diploma shall be 40 credits ($\pm 10\%$), including a minimum of 9 credits from elective courses (of which at least 3 credits shall be from elective course offered by another Department).
- 13.2 For a two-year Master's programme, the credit requirements for the Master's degree shall be 80 credits ($\pm 10\%$), including a minimum of 18 credits from elective courses (**of which at least 6 credits shall be from elective courses offered by other Departments**).
- 13.3 For a three-year Master's programme, the credit requirements for the Master's degree shall be 120 credits ($\pm 10\%$), including 27 credits from elective courses (of which 9 credits shall be from elective courses offered by other Departments).

14 Grade point requirements:

A student in order to be eligible for the award of the Master's degree of the University must have fulfilled the following requirements:

- i) He/she has taken and passed all the prescribed courses as laid down;
- ii) He/she has obtained a FGPA of 4.00 at the end of the programme.

Provided that students who are otherwise eligible for the award of the degree / diploma but have secured a FGPA less than 4.00 at the end of the permissible period of semesters may be allowed by the Department / School concerned to repeat the same course/s or other courses of the same type in lieu thereof in the two extra semesters provided in clause 8 on "Duration of Programme".

15 Removal of name of a student from the programme:

- a. The name of a student falling under the following categories shall automatically stand removed from the rolls of the University:
 - (a) A student who fails to fulfill the minimum grade point requirements under clause 14.
 - (b) A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the degree / diploma.
- b. The School Board, on the recommendation of the Board of Studies of the Department concerned, may remove the name of a student from the programme of study if
 - (a) he / she fails to clear at least 50% of the prescribed core courses at the end of the 1st semester.
 - (b) he / she has still to clear courses which cannot possibly be cleared in the remaining period of the programme which he/ she is allowed to register for the normal load in the said period.

16 Notwithstanding what is contained in the foregoing clauses of this Ordinance, the Academic Council may, in exceptional circumstances and on the recommendations of the Board of Studies of the Department and the School Board as well as on the merits of each individual case, consider at its discretion and for reasons to be recorded relaxation of any of the provisions except those prescribing CGPA / FGPA requirements.

SEMESTER-I

Paper-1: Historiography

Unit-1: Understanding of History

- a. Meaning and Scope of History
- b. Nature of History
- c. Utility of History
- d. Idea of Progress

Unit-2: Fundamentals of History

- a. Oral History
- b. Historical Facts: Role of historians in selecting historical facts.
- c. Explanation and Interpretation
- d. Causation
- e. Some Major Thinkers on History
 - The Khaldun (1332-1406)
 - G.W.F. Hegal (1770-1831)
 - Karl Marx (1818-83)
 - Fernand Braudel (1902-1985)

Unit-3: Methods of History

- a. Collection and Selection of Data.
- b. Historical Criticism
- c. Generalization
- d. Objectivity and Bias in Historiography

Unit-4: Tradition of History

- a. Greek Historiography
- b. Roman Historiography
- c. Chinese Historiography
- d. Arab Historiography
- e. History and other Disciplines
 - History and the Social Sciences in General
 - History and Geography
 - History and Economics
 - History and Sociology
 - History and Anthropology
 - History and Psychology
 - History and political Science

Suggested Readings

- E. H. Carr, What is History?
- Aurther Marwick, Nature of History.
- B. Sheikh Ali, History: Its Theory and Method

- E. Sridharan, Indian Historiography
- P. Gardiner, Theories of History
- F. Steon, The Varieties of History
- Ranjit Guha, Subaltern Studies Volumes,
- Edward Said, Orientalism
- Alvesson Mats (2002) : Postmodernism and Social Research
- Bentley, Michael (1997) : Companion to Historiography
- Bloch, Marc (1954) : The Historian's Craft (Knopf, 1953)
- Translated from French by Peter Putnam (in Hindi)
- Bloch, Marc (2000) : Itihaskar Ka Shilp
- Boyd, Kelly (ed.) (1999) : Encyclopaedia of Historians and Historical Writing, Vol. 1 & 2
- Canon, John (ed.) (1980) : The Historians at Work (George Allen & Unwin, London, 1980)
- Carr, E.H. : What is History (Macmillan, London, 1964, 1983) (in Hindi also)
- Chaube, Jharkhande (1999) : Itihaas - Darshan
- Collingwood, R.G. (2004) : The Idea of History (Oxford University Press, 1946, 1972, 2004)
- Gardiner, Patrick (ed.) : Theories of History (New York 1969)
- Hobsbawm, Eric J. (2003) : Itihaskar ki Chinta
- Hughes-Warrington-Marine : Fifty Great Thinkers on History (2004 Indian Reprint)
- Lambert, Peter and Phillip : Making History : An Introduction to the Scofield (2004) Practices of a Discipline
- Marwick, Arthur : The Nature of History (Macmillan, London, 1970, 1984) (in Hindi also)
- Marwick, Arthur (2008) : Itihas Ka Swarup
- Marwick, Arthur (2001) : New Nature of History : Knowledge, Evidence, Language
- Sheikh Ali, B. : History : Its Theory and Method (Macmillan, Madras, 1978)
- Sreedharan, E. (2004) : A Textbook of Historiography 500 BC to AD 2000 (Orient Longman, Delhi, 2000)
- Stone, Lawrence (1987) : The Past and the Present (Revised)
- Verma, Lal Bahadur (1984) : Itihas Ke Bare Mein
- Woolf, D.R. (ed.) (1988) : A Global Encyclopaedia of Historical Writing (1 & 2)

Paper-2: Ancient Societies

(A) Bronze Age Civilization

Unit-1: Egypt (Old Kingdom)

- a. The Geography and Pre-historic Background
- b. State Structure
- c. Society and Economy
- d. Religion and Contributions

Unit-2: Mesopotamia (Up to Akkadian Empire)

- a. The Geography and Pre-historic Background
- b. State Structure
- c. Society and Economy
- d. Religion and Contributions

(B) From Bronze Age to Iron Age

Unit-3: Greece

- a. Evolution of City-State and Political institutions,
- b. Economy and State
- c. Hellenic Thought
- d. Culture

Unit-4: Rome

- a. Rome State
- b. Economy and Society
- c. Roman law
- d. Literature and Culture
- e. **Harappan Civilization:**
 - Pre-Harappan and Early Harappan Cultures.
 - Origin, authors and extent of the Harappan Civilization.
 - Development of Harappan Civilization.
 - Trade, Economy, Social and Religious Life.
 - Decline and Legacy of Harappan Civilization

Suggested Readings

- V. Gardon Childe, What Happened in History
- J. M. Roberts, History of World
- James H. Breasted, History of Egypt
- R. M. Adams, The evolution of Urban Society
- J. N. Postgate, Early Mesopotamia
- J. B. Bury and Russell Meiggs, A History of Greece
- M. Cary and H. H. Sevidlord, A History of Rome

- Perry Anderson, Passages from Antiquity to Feudalism
- R. S. Sharma and K. K. Mandal , VishwaItihas Ki Bhumik
- Allchin, B&R The Rise of Civilization in India and Pakistan, Cambridge University Press, Cambridge, 1988
- Demarest, A.A. Ancient Maya, Stanford University Press, 2005 (6th ed.)
- Sharer, Robert, J. Daily Life in Inca Civilization, Greenwood Press London, 2009.

Paper-3: Medieval European Societies

Unit-1: Carolingian Empire

- a. Downfall of Roman Empire
- b. Causes of Coronations of Charlemagne
- c. Significance of Coronation
- d. Administration of Charles the Great.

Unit-2: Imperial Age

- a. Otto the great
- b. Frederic Barbarossa
- c. Frederic-II
- d. Philip Augustus

Unit-3: Feudalism

- a. Rise
- b. Features
- c. Causes for decline
- d. Chivalry

Unit-4: Rise of Papacy

- a. Investiture Contest between Henry IV & Gregory VII
- b. Pope Gregory VII & his Papal Theory
- c. Pope Innocent III
- d. Crusades: Causes and Effects

Suggested Readings

- Thompson & Johnson, An Introduction to Medieval Europe
- Adams, Civilization during the Middle Ages
- Myres, A Short History of Ancient, Medieval and Modern Times, Vol-II
- K. C. Choudhary, The Middle Ages
- H. A. L. Fisher, The Medieval Europe 2 Volumes
- J. B. Bury, The Cambridge Medieval History
- B. Virottam, Madhyakalin Europe kaItihaas
- DhanpatiPandey, Madhyakalin Europe

Paper-4: Medieval Islamic World

Unit-1: Background and emergence of Islam

- a. Geographical Condition of Arabian peninsula
- b. Social and Economic Conditions of Pre-Islamic Arabia
- c. Religious and Political Conditions of Pre-Islamic Arabia
- d. Life and Teachings of Prophet Muhammad.

Unit-2: Orthodox Caliphs

- a. Causes of Expansion of Islam, Character and Achievements of Orthodox Caliphs
- b. Abu Bakr
- c. Umar
- d. Usman & Ali

Unit-3: Islamic State under Umayyad Dynasty.

- a. Society
- b. Administrative Institutions
- c. Cultural Achievements
- d. Decline

Unit-4: Evolution of Islamic State under Abbasid Dynasty

- a. Society & Economy
- b. Administrative Institutions
- c. Cultural Achievements
- d. Decline

Suggested Readings

- P. K. Hitti, A Short History of the Arabs
- Amir Ali, Short History of Saracenes.
- W. Muir, The Caliphate: Its Rise and Fall
- T. W. Arnold, The Caliphate
- Hussai, The Arab Administration
- Md. Sayeed, Arab ki Sabhyata
- Bipin Bihari Sinha, Madhyakalin Islam
- K. P. Sahu, Islam- UdbhavaurVikas

Paper 5: Rise of Modern West

Unit-1: Age of Renaissance and Reformation

- a. Definition and Causes of Renaissance
- b. Accomplishment and Effects of Renaissance
- c. Meaning and Causes of Reformation
- d. Counter Reformation and its Impacts

Unit-2: The Commercial Revolution and New Society

- a. The Main Features of Commercial Revolution
- b. Mercantilism in Theory and Practice
- c. Revolutionary Developments in Agriculture
- d. Emergence of New Society

Unit-3: Industrial Revolution

- a. Meaning & Causes
- b. Effects
- c. Life of the Urban Middle Class
- d. Life of Working Class

The Intellectual Revolution of 17th and 18th centuries

- a. The Philosophical Foundations of Scientific Revolution
- b. Impact of Scientific Revolution
- c. The Enlightenment
- d. Modernism

Suggested Readings

- Parry Markvin, An Intellectual History of Europe
- Rodney Hilton, Transition from Feudalism to Capitalism
- Burns and Burns, Western Civilization, Vol-I & II
- Carastopher Hills, Reformation to Industrial Revolution
- P. S. Gupta, AdunikPachimkaUday
- Devesh Vijay, Prarambhik Europe main Sanskritrik Parivartan

Paper- 6: Modern Europe (1871-1945)

Unit-1: Age of Bismarck

- a. Foreign Policy of Bismarck
- b. Berlin Congress 1878
- c. Anglo French Entente, 1904
- d. Anglo-Russian Convention, 1907

Unit-2: Major International Crisis

- a. Moroccan Crisis, 1905
- b. Bosnian Crisis, 1908
- c. Agadir Crisis, 1911
- d. Balkan Crisis, 1912-13

Unit-3: First World War

- a) Causes
- b) Responsibility
- c) Effects
- d) Paris Peace Conference
- e) Rise of Great Powers
 - Causes of Russian revolution, 1917
 - Rise of Hitler
 - Rise of Mussolini
 - Causes of Second World War.

Suggested Readings

- S. B. Fay, The Origins of 1st World War
- Brandenburg, From Bismark to the World War
- N. Mansergh. The Coming of the first World War
- Vinacke, History of the Far East
- R. R. Palmer, A history of the Far East
- E. H. Carr. The Bolshevik Revolution, 3 Vols
- C. J. Hayes, Contemporary Europe since 1870.

Paper-7: History of Haryana

Unit-1

- i. Sources of Ancient Period
- ii. Harapan Civilization: General Features
- iii. Growth of Vedic Civilization and Historicity of battle of Mahabharata.
- iv. Republic to Empire
 - a. Yaudheyas, Agras and Kunindas
 - b. Pushpabhutis

Unit-II

(A) Rise of New Powers

- a. Gurjara-Pratiharas
- b. Tomaras
- c. Chahamanas
- d. Sources of Medieval Period

(B) Sultanate Period

- a. Haryana on the Eve of Turkish Invasion
- b. Revolts of Meos and Rajputs
- c. Provincial Administration-Iqta system
- d. Economic Changes

(C) Mughal Period

- a. First and Second Battle of Panipat and Hemu; Revolt of Satnamis
- b. Pargana Administration
- c. Economy-Land Revenue System: Cropping pattern and Irrigation System
- d. Impact of Socio-Religious Movement-Bhakti and Sufi

Unit-III A. Struggle for power in Haryana in 18th Century

- a. Sources of Modern Period
- b. Marathas, Jats and Sikhs
- c. George Thomas

B. Socio-Religious Movements in Haryana

- a. Arya Samaj
- b. Sanatan Dharam
- c. Development of Education

C. Political Movements

- a. Revolt of 1857
- b. Rise of Political Consciousness
- c. National Movement (1885-1919)
- d. Mass Movements; Non Cooperation; Civil Disobedience; Praja Mandal, Quit India Movement; Regional Consciousness-Unionist Party

Suggested Readings:

- Buddha Prakash, Haryana through the Ages, Kurukshetra University, Kurukshetra, 1962.
- Glimpses of Haryana, Kurukshetra University, Kurukshetra, 1969.
- Das Gupta, K.K., Tribal History of Ancient India,
- Devahuti, D., Harsha : A Political Study, Oxford Clarendon Press, 1970.
- Dwivedi, H.N., Dilli ke Tomar (736-1193), Vidya Mandir Prakashan, Gwalior, 1973.
- Goyal, J.B., (ed.) Haryana-Puratattna, Itihas, Sanskriti, Sahitya evom Lokwarta, Delhi, 1966.
- Gupta, S.P. & Rama & Chandran, K.S., Mahabharata: Myth and Reality, Agam Prakashan, New Delhi, 1976.
- Phadke, H.A. Haryana: Ancient and Medieval, Harman Publication House, New Delhi, 1990.
- Phogat, S.R., Inscriptions of Haryana, Kurukshetra University Kurukshetra, 1978.
- Puri, B.N., History of Gurjar-Pratiharas, Munshiram Manoharlal, New Delhi, 1968.
- Sen, S.P. (Ed.), Sources of the History of India, Vol. II, Munshiram Manoharlal, New Delhi, 1979.
- Sharda, Sadhu Ram, Haryana-Ek Sanskritik Adyayan, Bhasha Vibhag, Haryana, Chandigarh, 1978.
- Sharma, D., Early History of Chahamanas, Delhi, 1959.
- Singh, Fauja (ed.), History of the Punjab, Vol. I-III, Publication Bureau, Punjab University, Patiala, 1997-2000.
- Suraj Bhan, Excavations at Mithathal (1968) and other Explorations in Satluj Yamuna Divide, Kurukshetra University, Kurukshetra, 1975.
- Tripathi, R.S., History of Kanauj, Munshiram Manoharlal, New Delhi, 1964.
- Yadav, K.C., Haryana: Itihas evom Sanskriti, Part 1 & 2, Manohar Publisher, New Delhi, 1994 (2nd Ed.)

Paper 8: Constitutional History of England (1603-1885)

Unit-1: Struggle between King and parliament

- a. Divine Right Theory of Kingship of James I.
- b. Constitutional Developments during the Reign of James I
- c. Charles I Eleven Years Tyranny
- d. Long Parliament

Unit-2: Republican Age

- a. Constitutional Experiments of Cromwell
- b. Failure of Cromwell
- c. Nature of Restoration of 1660
- d. Significance of Restoration of 1660

Unit-3: The Glorious Revolution of 1688.

- a. Causes
- b. Nature
- c. Significance
- d. Philosophy of Locke
- e. Achievements of 17th & 18th Century
 - Role of Religion
 - Personal Liberty
 - Creative Age
 - George-I, George-II, George-III.

Suggested Readings

- Adams, Constitutional History of England
- Hallom, Constitutional History of England
- Marriot, English Political Institutions
- D. L. Keir, Constitutional History of Modern Britain
- Sabine, A History of Political Theory
- G. P. Gooch, Political Thought in England from Bacon to Halifax
- P. D. Sharma, Rajnitik Vicharon ka Itihaas
- Kauleshwar Rai, England ka Samvaidhanik Itihaas

Semester-II

Paper-1: Trends and Themes in Indian Historiography

Unit-1: Historiographical Traditions in Early India

- a. Itihas-Purana-Tradition
- b. Kalhan
- c. Banabhatta
- d. D. D. Kosambi

Unit-2: Medieval Historiographical Traditions

- a. Indo Persian-Alberuni
- b. Amir Khusrau
- c. Ziauddin Barni
- d. Abul Fazal

Unit-3: Trends in Modern Indian Historiography

- a. Colonial Historiography
- b. Nationalist Historiography
- c. Marxist Historiography
- d. Jubaltn Historiography

Unit-4: Debate in Indian Historiography

- a. The Feudalism Debate
- b. Indian Nationalism
- c. Indian Renaissance
- d. De-industrialization

Suggested Readings

- V.S. Pathak, Ancient Historians of India
- C. H. Philips (ed.), Historians of India
- A. K. Warder, An introduction to Indian Historiography
- Mahibul Hasan (ed.), Historians of Medieval India
- K.A. Nizami, History of Historians of Medieval India
- D.D. Kosambi, Introduction to the Study of Indian History
- R. Palmdutta, India Today
- Sumit Sarkar, A Critique of Colonial India.

Paper 2: History of Political Ideas and Institutions (up to 1200 AD)

Unit-1: Sources and Historiography

- a. Historiography: Colonial and Nationalist
- b. Sources
- c. Oriental Despotism
- d. Taxation: Principle

Unit-2: Towards the Formation of State.

- a. Vedic-Rigvedic Political Institutions
- b. Sabha and Simiti-Later Vedic Polity
- c. State Formation in Pre-Mauryan Times
- d. Saptanga Theory of State

Unit-3: Towards Empire: Mauryas

- a. Socio-Economic Basis of Mauryan State.
- b. Nature
- c. Central Administration
- d. Revenue System

Unit-4: Post Mauryan Development

- a. Kushan Polity
- b. Satvahan Polity
- c. Gupta Polity
- d. Harsha's administration

Suggested Readings

- R. S. Sharma, Political Ideas and Institution in Ancient India
- Romila Thaper, From Lineage to State.
- M. Fried, The Evolution of Political Society
- H. J. M. Clases and P. Skalnik (ed.), The Early State
- J. P. Sharma, Republics in Ancient India
- H. N. Jha, The Licchavis,
- Romila Thaper, Ashoka and Decline of Mauryas
- G. S. Sharma, Kushan Studies.

Paper-3: Social History of India (Upto-1200 AD)

Unit-1:

- a. Sources of Social History
- b. Historiography
- c. Nature of Harappan Society
- d. Rig Vedic Social Structure

Unit-2: Early Iron Age

- a. Varnashram System
- b. Jati, Sociological Theories on the Origin of Caste
- c. Sanskara
- d. Ashram

Unit-3: Marginal and Subordinated Groups

- a. Slavery
- b. Untouchability
- c. Shudra
- d. Varnashankar

Unit-4: Feudal Formation

- a. Social Change
- b. Proliferation of Caste
- c. Migration and Settlement of Aryan Groups in different regions of India.
- d. Forms of Peasant Protest

Suggested Readings

- Romila Thaper, Ancient Indian History
- R. S. Sharma, Social Changes in Early Medieval India
- R. S. Sharma, Sudras in Ancient India
- A. S. Altekar, Education in Ancient India
- R. K. Mookerji, Ancient Indian Education.
- D. C. Sircar, Some Aspects of Earliest Social History of India
- Jai Shankar Mishra, Prachin Bharat ka Samajik Itihas
- Om Prakash, Prachin Bharat ka Samajik aur Aarthik Itihas

Paper-4: Economic History of India (Up to 1200 AD)

Unit-1:

- a. Sources of Economic History
- b. Historiography
- c. Rigvedic Economy
- d. Later Vedic Economy

Unit-2: Peasant Formation

- a. Forces of Production
- b. Rural Economy
- c. Causes of Second Urbanization
- d. Nature of Second Urbanization

Unit-3: The Mauryan Economy

- a. Agrarian Economy with Special reference to the state participation in agriculture
- b. Trade
- c. Taxation System
- d. Land System

Unit-4: Post Mauryan Economy

- a. Trade & Commerce with special reference to Indo-Roman Trade
- b. Landgrants & Economy of the Gupta period
- c. Trade & Commerce of the Gupta period
- d. The land system of the Gupta period

Suggested Readings

- A. N. Bose, Social and Rural Economy of Northern India.
- L. Gopal, Economic Life of Northern India.
- R.S. Sharma, Some Economic Aspects of Caste System in Ancient India.
- D. N. Jha, Revenue System of Post Maurya and Gupta Times.
- N. C. Banerjee, Economic Life and Progress in Ancient India
- Ram Saran Sharma, Purvekalin Bharitya Samaj tatha arthawayavastha par Prakash
- Das, Puri, Chopra, Bharat ka Samajik Aarthik aur Sanskritik Ethas, Part-I
- R. K. Choudhry, Prachin Bharat ka Aarthik Etahas.

Paper-5: Medieval India Polity: 1206-1707 AD

Unit-1: Government of Delhi Sultanate

- a. Theory of Kingship-Balban and Alaudin Khilzi
- b. Features of Central administration
- c. Judicial Administration
- d. Role of Ulemas

Unit-2: Afgan Empire

- a. Lodi theory of Kingship
- b. Administrative system of Shershah
- c. Land Revenue
- d. Kingship Theory of Shershah

Unit-3: Provincial Government

- a. Structure of Provincial Administration
- b. Role of Subedar
- c. Role of Kotwal
- d. Vijaynagar administration
- e. Mughal Polity

- Theory of Kingship-Akbar
- Central Administration
- Judicial Administration
- Provincial Administration

Suggested Readings

- I. H. Qureshi, The administration of the Delhi Sultanate
- U. N. Dey, The Govt. of the Sultanate
- I. V. Mahalingam, Administration and Social Life Under Vijayanagar empire
- I. H. Qureshi, The Administration of the Mughal Empire
- J. N. Sarkar, Mughal Administration
- S. R. Sharma, Mughal Administration
- U. N. Dey, The Mughal Govt.
- R. P. Tripathi, Some Aspects of Muslim Administration
- R. P. Khosla, Mughal Kingship and Nobility.
- Ibn Hasan, Central Structure of Mughal Empire

Paper -6: Social History of India (1206-1757 A.D.)

Unit-1: Social Composition

- a. Composition of Hindu society
- b. Nobility of Muslim society
- c. Social Status of Ulemas
- d. Social Status of Slaves

Unit-2: Urbanization and Urban Society

- a. Causes for Urbanization during Sultanate period.
- b. Causes for Urbanization during Mughal period.
- c. Urban society during Sultanate period.
- d. Urban society during Mughal period.

Unit-3: Aspects of Social Life

- a. Position of Women
- b. Food, Dress and Houses
- c. Games & Sports
- d. Fairs & Festivals
- e. Education
 - Education during Sultanate period.
 - Education during Mughal period.
 - Vernacular Literatures
 - Persian literature during Mughal period

Suggested Readings

- K.M. Ashraf, Life and Conditions of the people of Hindustan
- P.N. Ojha, Some Aspects of North Indian Social life. (1556-1701 AD)
- P.N. Chopra, Some Aspects of Social Life during Mughal age.
- K.A. Nizami, Studies in Medieval Indian Society and Culture
- N.N.Law, Promotion of learning in India.
- Rashid Ali, Society and Culture in Medieval India.
- K.P.Sahu, Some Aspects of Social life in Northern India.
- A.L.Srivastav, Madhyakalin Bhartiya Sanskriti.

Paper- 7: Economic History of India: 1206-1757 A.D.

Unit-1: Agrarian economy during Sultanate period.

- a. Land Revenue Policy of Alauddin Khilji
- b. Market Control Policy of Alauddin
- c. Agrarian Reforms of Feroz Shah
- d. Agrarian Reforms of Sikandar Lodi.

Unit-2: Agrarian economy during Mughal period.

- a. Land Revenue reforms of Shershah
- b. Land Revenue reforms of Akbar
- c. Agriculture
- d. Famine

Unit-3: Trade & Commerce

- a. Foreign Trade of Sultanate period.
- b. Internal Trade of Sultanate period
- c. Foreign Trade of Mughal period.
- d. Internal Trade of Mughal period.
- e. Industries and Production
 - Industries during Sultanate period
 - Industries during Sultanate period
 - Royal Karkhanas during Mughal period.
 - Means of Communication during Mughal period.

Suggested Readings

- K.M. Ashraf, Life and Conditions of the people of Hindustan.
- Irfan Habib, Agrarian System of Mughal India.
- H.K. Naqvi, Urbanization and Urban Centers under the great Mughals.
- W.H. Moreland, India at the death of Akbar.
- W.H. Moreland, India from Akbar to Aurengzeb.
- J.N. Sarkar, Studies in Medieval Bihar Economy.
- Radhy Shyam, Sultanate Kalin samajik aur arthik itihaas.
- Yusuf Ali, Madhakalin Bharat main samajik aur arthik awastha.
- Das-Puri-Chopra, Bharat ka samajik, arthik aur sanskritik itihaas.

Paper-8: Rise of British Power in India 1740-1857 A.D.

Unit-1: Territorial Expansion, 1740-1818

- a. Anglo-French Rivalry and Carnatic wars
- b. Struggle for supremacy over Bengal: Battle of Plassey and Buxar
- c. Anglo- Mysore Relations : Hyder Ali & Tipu Sultan
- d. Anglo- Maratha Relations : Downfall of Maratha

Unit-2: Paramountcy and Consolidation of British Imperial Interest, 1818-1857

- a. Anglo-Oudh relations : Annexation of Oudh
- b. Anglo-Sikh relations : Annexation of Punjab, Ranjit Singh
- c. Anglo- Afghan Relations; 1st Afghan War- Causes & Effects
- d. Annexation of Sind

Unit-3: Evolution of Administrative Structure and Reforms

- a. Warren Hastings
- b. Cornwallis
- c. William Bentick
- d. Dalhousie
- e. Revolt of 1857
 - Causes
 - Nature
 - Effects
 - Failure

Suggested Readings

- B.B. Mishra: Central Administration of East India Company, 1737-1834
- John Malcolm: The Political History of Modern India, Vol-1
- Dodwell : Cambridge History of Modern History
- R. Miur: The Making of British Empire in India
- Pratap Singh, Adhunik Bharat, Vol-1 & 2.
- R.L.Shukl, Adhunik Bharat Ka Itihaas
- Dinanath Varma, Adhunik Bharat
- B.S.Bhargav, Adhunik Bharatiye Itihaas

Semester III

Paper-1: Constitutional Development of India

Unit-1: Era of Centralization of Power

- a. Regulating Act of 1773
- b. Pitt,s India act of 1784
- c. Charter Act of 1813
- d. Charter Act of 1833

Unit-2: Era of Representative Government

- a. The Indian Council Act of 1858
- b. The Indian Council Act of 1861
- c. The Indian Council Act of 1892
- d. The Marley-Minto Reforms, 1909

Unit-3: Era of Responsible Government

- a. Features of Act of 1919
- b. Dyarchy
- c. Features of Act of 1935
- d. Provincial Autonomy

Unit-4: Colonial Response

- a. Simon Commission
- b. Cripps Mission
- c. Cabinet Mission
- d. The Indian Independence Act of 1947

Suggested Readings

- B.B.Mishra, Administrative History of India
- Dodwell, Rise and Progress of British Power in India, Vol-II
- P.Mukherjee, Indian Constitutional Documents
- Pandey, The Growth of Indian Administration
- R. Coupland, Indian Constitutional Problems
- S. Gopal, British Policy in India, 1858-1905
- A.K.Neogi, British Peasantry and Indian State

Paper 2: Social History

Unit-1: Society

- a. Sources for study of Social History
- b. Indian Society during 18th century
- c. Rise of Middle Class
- d. Peasant Class

Unit-2: History of Education

- a. Educational Reforms
- b. Macaulay policy of education
- c. Universities
- d. Role of the Indian Press

Unit-3: Social Reformers

- a. Raja Ram Mohan Roy
- b. Gandhi
- c. Ambedkar
- d. Jotiaro Phuley

Unit-4: Impact of Science and Society

- a. Impact of Western culture on Indian society
- b. Tradition and Modernity in Indian society
- c. History of science and technology
- d. Medicine

Suggested Readings

- Andre Betellie, Cates: Old and New
- M.N.Shrinivas, Social changes in modern India
- N.K.Bose, Culture and Society in India
- J.P.Naik and S.Nurullah, History of Education in India during British period
- B.B.Mishra, The Indian Middle Class
- J.N.Farquhar, Modern Religious movements in India
- S.A. Natarajan, A History of Social Reform
- A.R.Desai, Peasants Struggles in India

Paper- 3: History of National Movement (1857-1947 A.D.)

Unit-1: Emergence of Nationalism

- a. Nature of Revolt of 1857
- b. Causes of Emergence of Nationalism
- c. Birth of Indian National Congress and Role of Moderates(1885-1905)
- d. Extremist Movement

Unit-2: National Movement and First World War

- a. Swadeshi Movement
- b. Terrorist Movement
- c. Home rule Movement
- d. Impact of First World War on National Non-Cooperation

Unit-3: Gandhian Age

- a. Khilafat Movement
- b. Non-Cooperation Movement
- c. Civil Disobedience Movement
- d. Quit India Movement

Unit-4: Nationalist Demands and colonial Responses

- a. Simon Commission
- b. Cripps Mission
- c. Cabinet Mission
- d. Partition of India

Suggested Readings

- Vipin Chandra, Adunik Bharat
- Rajniram Dutt, Aaj Ka Bharat
- Sumit Sarkar, Adunik Bharat
- R.S. Shukla, Adunik Bharat ka Itihaas
- Ayodhya Prasad, Bharat ka Mukti Sangram
- Tarachandra, Bhartiye Swatantra Andolan ka itihaas
- Bandopadhyay, Prasthiti se Vibhajan tak.

Paper 4: Ancient Indian Culture (Up to 1200 AD)

Unit-1: Art & Architecture from Prehistoric Age to Mauryan Age

- a. Basis of Ancient Indian Culture
- b. Pre-Historic Art
- c. Harappan art & Architecture
- d. Mauryan Art and Architecture

Unit-2: Post-Mauryan Development

- a. Gandhara
- b. Mathura
- c. Gupta Art & Architecture
- d. Pala arts

Unit-3: System & Knowledge

- a. Language & Literature
- b. Evolution and Growth of Science & Technology
- c. Ancient Medicine
- d. Education

Unit-4:

- a. Music
- b. Food & Drink
- c. Tirtha
- d. Sahajiya

Suggested Readings

- A.L. Basham, A Cultural History of India
- Vijayanath, The Puranic World
- Irfab Habib, Religion in Indian History
- R.K. Mukherjee, Ancient Indian Education: Brahmanical and Buddhist
- J.E.M., Ideology and Status of Sanskrit, Contribution to the History of the Sanskrit Literature.
- D.M. Bose, A Concise History of Science in India
- Romila Thapar, Shakuntala: Texts, Readings Histories
- S. Huntington, The Art of Ancient India-Hindus, Buddhist and Jain
- L. Nehru, Origin of Gandharan Style, Delhi 1989
- B. Miller, The Power of Art, Delhi, 1992

Paper-5: Women Studies of Ancient Period

Unit-1:

- a. Sources and Historiography
- b. The Historical roots of Brahmanical Patriarchy
- c. The Formation of Patriarchy and Subordination of Women
- d. The Axis of Gender stratification

Unit-2:

- a. Polyandry in the Vedic Period
- b. Approved Forms of Marriages
- c. Unapproved Forms of Marriages
- d. Sati

Unit-3:

- a. The Diversity of patriarchal Practices and Women
- b. Property Rights
- c. Prostitution
- d. Women Workers
- e. Politics and women
- f. Rural- Urban Dichotomy and Status of Women
- g. Fine Arts & Women
- h. Tantricism and Women

Suggested Readings

- Kumkum Rai, Women in early Indian Societies
- Sukumari Bhattachagi, women and society in Ancient India
- Averil Cameyon, Images of Women in Antiquity
- Prativa Jain, Women Images
- Suvira Jaiswal, Women in early India
- Triati Sharma, Women in Ancient India
- A.K. Tyagi, Women Workers in ancient India

Paper-6: Religion and Social Reformation of Ancient period (1206-1757 A. D.)

Unit-1: Religion in Early Ancient India

- a. Religion in Historical Perspective
- b. Harrapan Religion
- c. Early Vedic Religion
- d. Later Vedic Religion

Unit-2: Religion and Protest

- a. Evolution of Jainism
- b. Rise and Growth of Buddhism
- c. Shankhya
- d. Lokayat

Unit-3: Religious Reformation

- a. Evolution of Vaishnavism
- b. Rise & Growth of Shaivism
- c. Rise and Growth of Saktism
- d. Rise and Growth of Ajivika
- e. Feudal Ideology
 - Bhakti
 - The Material Milieu of Tantricism
 - The Material Milieu of Puranic Hinduism
 - Constructing the Hindu Identity

Suggested Readings

- Ramendranath Nandi, Social Roots of Religion in Ancient India
- J. N. Farquhar, An Outline of the Religious Literature of India
- A. I. Barham, The Origin and Development of Classical Hinduism
- S. Jaiswal, The Origin and Development of Vaishnavism
- T. B. Coburn, The Devi Mahatmya: The Crystallisation of the Goddess Tradition
- D. Lorenzen, The Kapalikan and Kalamukhes: Two lost Shavite Sects
- A. B. Keith, Religion and Philosophy of the Vedas and Upanishads
- Chattopadhyaya, Lokayat A Study of Ancient Indian Materialisms

Paper-7 Medieval Indian Culture

Unit-1: Sultanate Architecture

- a. Mamluk
- b. Khalji
- c. Tughlaq
- d. Vijaynagar

Unit-2: Mughal Architecture

- a. Shershah
- b. Akbar
- c. Jaghangir
- d. Shahjahan

Unit-3: Cultural Activities

- a. Panting under Akbar and Jahangir
- b. Rajput Painting
- c. Music during Sultanate period
- d. Music during Mughal period
- e. Evolution of Culture
 - Influence of Islam on Indian culture
 - Composite culture under Akbar
 - Science & Technology
 - Libraries

Suggested Readings

- Perci Brown, Indian Architecture Vol-II
- Perci Brown, Indian Painting
- E. B. Havell, Indian Architecture
- P. N. Ojha, Aspects of medieval Indian culture.
- A. L. Srivastava, Medieval Indian Culture.
- Yusuf Hussain, Glints of Medieval Indian Culture
- Das-Puri-Chopra, Bharat ka samajik, aarthik aur sanskritik itihaas, Vol-II
- P. N. Ojha, Madhyakalin Bhartya sanskriti ke rooprekha

Paper-8: Religion and Social Reformation (1206-1757 A. D.)

Unit-1: State and religion

- a. Nature of State during sultanate period
- b. Role of Ulemas during sultanate period
- c. Nature of State during Mughal period
- d. Role of Ulemas during Mughal period

Unit-2: Religious policy

- a. Religious policy of Delhi Sultans
- b. Religious policy of Akbar
- c. Religious policy of Shahjahan
- d. Religious policy of Aurangzeb

Unit-3: Social Reformation

- a. Causes of Bhakti Movement
- b. Effects of Bhakti Movement
- c. Principles of Sufism
- d. Different schools of Sufism
- e. Social Reformers
 - Ramanand
 - Kabir
 - Nanak
 - Tulsidas

Suggested Readings

- K.A. Nizami, Religion and politics in India during 13th Century
- P.N.Ojha, Madhayakalin Bhartya Sanskriti
- J.E.Carpenter, Thiesm in Medieval India
- A.L.Shrivastave, Madhayakalin Bhartya Sanskriti
- Yusif Hussain, Glimpes of Medieval Indian Culture
- S.R.Sharma, Mugal Shasakon Ke Dharmik Niti
- N.N.Law, Promotion of Learning in Medieval India.
- Maculiffe, The Sikh Religion
- Parsuram Chutervadi, Uttar Bharat Ki Sant Parmpara
- P.N.Chopra, Society and Culture in Mughal Age

Semester IV

Paper-1: Economic History of India, 1757-1947

Unit-1: Indian Economy and British Colonialism

- a. Sources of Economic History
- b. Impact of British Rule on Indian Economy
- c. Drain of Wealth
- d. British Attitudes towards Indian Economy
- e. Pre-colonial Indian Economy
 - Rural economy : agriculture and artisans
 - Urban economy : artisans and manufacture
 - Rural and Urban trade
- f. Disintegration of the pre-colonial economy
 - Debate over de-industrialization
 - Causes for the disintegration of the rural economy

Unit-2: Agrarian Relations

- a. Permanent Settlement
- b. Ryotwari and Mahalwari
- c. Famine and Relief Measures
- d. Irrigation

Unit-3: Industries

- a. Textiles
- b. Iron and Steel
- c. Tea
- d. Coal

Unit-4: Trade and Economic Development

- a. Internal and Foreign Trade
- b. Railways and Indian Economy
- c. Growth of Banking System
- d. Growth of Co-operative Movement

Suggested Readings

- C. J. Hamilton, The Trade Relation between England and India
- D. H. Buchanan, The Development of Capitalistic Enterprises in India
- B. B. Choudhary, Commercialisation of Agriculture in Bengal
- V. B. Singh, Economic History of India
- B. M. Bhatia, Famines in India
- Bipin Chandra, Rise and Growth of Economic Nationalism in India
- R. C. Dutta, The Economic History of India, 2 Vols
- R. Mukherjee, Economic Problems of Modern India
- S. Sen, Agrarian Relations in India, 1793-1947

- Habib, Irfan : Indian Economy, 1858-1914, New Delhi, 2007
- Kumar, Dharma (ed.) : The Cambridge Economic History of India Vol. 2 : c. 1757-1970, Cambridge, 1982
- Mishra, Girish : Agrarian Problems of Permanent Settlement, Delhi, 1978
- Mishra, Girish : Aadhunik Bharat Ka Arthik Itihas, Delhi, 1977
- Mukherjee, Aditya : "The Return of the Colonial in Indian Economic History : The Last Phase of Colonialism in India", Presidential Address, Modern Section, Indian History Congress, 68th Session, New Delhi.
- Raj, K.N. : Essays on the Commercialization of Indian Agriculture
- Roy, Tithankar : The Economic History of India, 1857-1947, New Delhi, OUP, 2006

Paper 2: Women Studies (1757-1947)

Unit-1: Women and Politics

- a. Western Ideas regarding Indian Women
- b. Role in Politics up to 1857
- c. Role in the Revolt of 1857
- d. Role in Freedom Movement

Unit-2: Women and Society

- a. Social Status
- b. Social Reforms regarding Women
- c. Female Education
- d. Public Services

Unit-3: Women and Economy

- a. Economic Status
- b. Industries & Women
- c. Agriculture
- d. Women and Media
- e. Women and Cultural activities
 - Painting
 - Music and Dance
 - Theatre and Cinema
 - Literary Activity

Suggested Readings:

- Neera Desai, Women in Modern India
- Jana M. Everett, Women and Social Change in India
- Geraldine Forbes, Women in Modern India
- Janaki Nair, Women and Law in Colonial India: A Social History
- B. R. Nanda (ed.), India Women: From Purdah to Modernity
- Gail Minault, Women's Education and Muslim Reforms in Colonial India.



Department of History & Archaeology
Central University of Haryana
Jant-Pali, Mahendergarh
Website: www.cuharyana.org